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ABSTRACT

An inservice teacher education minicourse using programed materials is described. The course is intended to develop skills in studying verbal teaching-learning interactions for the purpose of increasing student participation, initiative, and motivation, and uses the Flanders Interaction Analysis Categories (FIAC) to analyze teaching. Information is provided on course content, purposes, activities, resources, and history of development, as well as ordering information. A critique is also provided. (DS)

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DESCRIPTION OF TEACHER IN-SERVICE EDUCATION MATERIALS

A. SUMMARY INFORMATION

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Title: INTERACTION ANALYSIS: A MINICOURSE

Publication Date(s): 1974

Intended Users: Teachers, preservice or inservice, who seek to acquire basic teaching skills that improve pupil participation

Grade Level(s): K-12

Number: Ten to 20 teachers per coordinator or individual user

Primary Focus: Developing skills in studying verbal teaching-learning interactions for the purpose of increasing student participation, initiative, and motivation are covered.

School subject(s) and/or in-service topic(s) covered:

Course is intended to train teachers in using the Flanders Interaction Analysis Categories (FIAC) to analyze their own teaching and to use as an aid in effecting changes they would like to make in their own teaching strategies. Special emphasis is given to using student ideas and increasing student initiative and participation. The course is designed to be applicable to the basic school subject areas, K-12.

What participant does in using the materials:

Using the printed guides and audio exercise tapes, participants read about coding categories; apply them to the coding of transcribed and taped interactions; plan, teach, and record and analyze their own lessons (in their own classrooms or with small groups); first to practice the teaching-learning patterns described in the guides and later to effect changes they desire to make in their own teaching. The guide and workbook are programmed and contain answers to exercises in an appendix.

Resources: Participants receive a handbook containing the complete sequence of lessons, a workbook with exercises and self-tests and an audiotape of 24 practice lesson segments and a pad of blank timelines for coding. A coordinator's manual and an orientation kit are also supplied. Users may have audiotape players and blank tapes to record their own lessons. Access to a room for microteaching is needed then. Teachers will spend from four to six hours outside the classroom for six weeks. A coordinator is helpful when 10-30 teachers participate at the same time.

Describer critique:

This kit supplies a full set of tools and directions for any teacher who wants to pursue microteaching along the lines described above.

CM5 (CM) student responsibility - (M) interaction/student:teacher, teacher:student TD

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B. IN-DEPTH INFORMATION

Title: INTERACTION ANALYSIS: A MINICOURSE

Publication Date(s): 1974

Intended Users: Teachers, in-service or pre-service who seek to acquire basic teaching skills that improve pupil participation.

Grade Level(s): K-12.

Number: Ten to twenty teachers per coordinator.

Primary Focus: Developing skills in studying a verbal teaching-learning interaction for the purpose of increasing student participation, initiative and motivation.

1.0 PURPOSES:

This minicourse is based upon the "proposition that, if you study something carefully and study it long enough, then the chances are very good that you will try to change it." The course is designed for teachers who have convictions about what good teaching is to match their practice with these convictions.

"The ultimate goal of this course is to give (teachers) tools with which to diagnose (their) own classroom (verbal) interactions, plan changes in (their) teaching behavior, and then test to see if these changes result in the desired student behavior." (What is desired student behavior is left partly up to the teacher, especially in Lesson #5.) More specific objectives are given for each lesson:

#1. "To learn to use Flanders categories of interaction analysis for coding classroom interaction from audiotape at a regular rate and a practical level of accuracy."

#2. "To increase your use: (a)'because extensions' when priasing or encouraging, giving directions, and criticizing or justifying authority, and (b) accepting feelings, praising or encouraging, and accepting or using student ideas in conjunction with criticizing behavior."

#3 "To increase your frequency of accepting and using ideas of students" and to accept their feelings.

#4. To learn to interpret coded timelines of your classroom interaction to analyze the effect of your teaching on students..." and to "use broad rather than narrow questions when attempting to invite student initiation."

#5. "In this lesson you integrate skills learned in the first four lessons to select teaching behaviors to bring about desired changes in student behavior.

2.0 CONTENT — Scope and Sequencing of Topics:

The content of this minicourse focuses entirely upon demonstrating the various interaction categories of the Flanders analysis system and providing teachers with opportunities to practice using and interpreting these categories and patterns both with lesson transcripts and audiotapes that come with the course and with audiotapes of their own teaching and (if desired) that of other teachers who work with them:

The following topics are taken up in the order listed (See 1.0 listing of objectives for further details):

Lesson #1. Learning to use Flanders Interaction Analysis Categories (FIAC) and coding timelines (records of verbal interactions).

Lesson #2. "Because-Extensions and Effective Criticism - code taped excerpts, interpret finding, microteach two lessons.

Lesson #3. Accepting and Using Student Ideas and Feelings. Includes chart on types of teacher questions, two microteach lessons.

Lesson #4. Student Initiation and Teacher Response, including analysis of proportion of teacher and student talk, and two microteach lessons.

Lesson #5. Self-directed Inquiry Into the Effects of Teaching Behavior on Student Behavior, including categories of student behaviors related to categories of teachers and microteaching of their own lessons.

A wide range of school subjects and grade levels (K-12) are represented in the taped and transcribed practice lessons.

Since the sequence of topics is built into the program, it seems unlikely that any user would take up the topics in a different order, although selected sections can be repeated if needed. No prerequisites are mentioned.

References - 13 books and articles on interaction analysis and related topics by Amidon, Flanders, Bloom, Glasser, and others.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main in-service activities:

Following the programmed format of the Handbook and Workbook(see 2.0) teachers read lesson introductions; code and interpret audiotaped and transcribed practice interactions; plan, teach, record, and analyze own lessons, and reteach, tape and analyze own lessons where desired. Teachers may work alone, but are encouraged to pair up for most of the activities. Weekly meetings of groups of teachers involved in the course are recommended.

3.2 Help given in use of product:

The product contains a 116 page Handbook (with a 157-page "Answer Appendix") containing the main lesson content; an Exercise Tape with 23 practice lessons; a 52 page consumable Workbook with practice exercises and self-tests; a Coordinator's Manual (24 pages) a pad of Timelines for coding interactions (4 per page, 100 pages), and an Orientation Kit with a 15 minute audiotape and an 8 page handout to introduce the course to teachers and help them decide whether to take it.

The carefully programmed sequence takes teachers (or pairs) systematically through all five lessons. The Coordinator's Manual deals mostly with procedures for organizing a course, getting it started and giving support along the way — including through conducting weekly meetings.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

Self-evaluation is built into the lessons all the way along through the Workbook and the Handbook (which contains 157 pages of correct responses and exercises, self-tests, and interpretation problems).

5.0 ORDERING INFORMATION

5.1 Resources required/recommended:

Although once started the course is largely self-instructional, the services of of a coordinator are recommended (approx. 15-25 hrs/week for 10 teachers in one building, somewhat more time if working with more buildings). Each teacher will need regular access to an audiotape recorder and blank tapes for both the lesson exercises and microteaching. Participants will have to be classroom teachers or student teachers with regular access to a classroom; or at least to groups of students for microteaching. In taking the course, teachers will spend from 3½ to 5½ hours per week for 6 weeks outside of the classroom, plus a few hours in the 7th week for follow-up activities. If the microteaching is done with small groups of children as well as each teacher's entire class, arrangements for a room (groups of 6-10 students) and for additional time away from class for the teacher are required.

5.2 Distributor name/address:

Paul S. Amidon & Associates, Inc.
1966 Benson Avenue
St. Paul, Minnesota 55116
Phone: 612/690-2401

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
INTERACTION ANALYSIS: A MINICOURSE. Total: $13.85 for a single teacher; $302.50 for 30 teachers for materials, plus cost of coordinator & equipment use ($118 for consumables)				
Workbook	$3.00	None	1/teacher	No
Handbook	$4.00	None	1/teacher	Yes
Coordinator's Manual	$2.00	None	1/coord.	Yes
Orientation Kit: Cassette, 100 handouts	$5.00	None	1/district	Yes
Classroom Episodes Cassette	$6.00	None	1/3 teachers	Yes
Pad of Timelines	$ .85	None	1/teacher	No

Audiotape recorders and audiotape blanks to be supplied by user.

Consultants and additional training services available from Ned A. Flanders, 1 Spyglass Hill, Oakland, California 94618. (415) 841-8371.

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

Ned A. Flanders, directed the Far West Laboratory's (1855 Folsom Street, San Francisco, California, 94103; 415/565-3000) Teacher Education Division staff who worked on this minicourse. This staff included Edwenna Werner, Rachel Ann Elder, Jacomina Newman, and Morris K. Lai.

6.2 How developed and when:

This minicourse was developed at the Far West Laboratory during the period from 1971 through 1974. "It was field tested at several universities and several school districts. It has been used early in teacher training as well as just before student teaching."

6.3 Evidence of effectiveness with users:

A descriptive brochure says that, "in the Main Field Test...a pretest-post-test design was used with an experimental group and a control group in inner city and suburban elementary and secondary schools. "For most of the predicted changes the data showed that substantial gains were made by teachers who most need to improve; and pupil initiation improved substantially."

"Nearly all teachers who took part in the Laboratory Field Test reported changes in their own behavior. "It has been proved that teachers can rapidly acquire and improve basic teaching skills – skills that improve pupil participation."

C. DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

This course appears to be appropriate for any teacher (or student teacher) who is currently involved in classroom teaching, and especially for the experienced teacher who desires to improve his/her teaching skills. Although the course is self-instructional, the guidance of an instructor could enrich participants' experience with the course.

The audiotapes which have been made both from "live" classroom recordings and scripts read by "actors" are clearly audible. "Beep" tones at three second intervals at the beginning of each practice lesson are intended to set the pace for encoding. Beeps are explained on page 22 of the Handbook.

Content accuracy/social fairness/community acceptance issues:

There should not be any problem with social fairness or community acceptance, although neither the dialects on the audiotapes nor the topics touched on in the practice lessons reflect any ethnic minorities in the United States.

Overall summary/comment:

Analyzing one's own teaching using a systematic set of categories – and then applying the same analytic tools to bring about changes, has frequently proved to be an effective in-service staff development approach. This set of materials provides a complete set of tools and detailed instructions for the teachers who want to engage in this micro-teaching process.